

MRS. SPIELMANN'S 2ND GRA

Lesson Plans for Week of Jan. 19-

	DOL,Flag, Attendance	Specials
	8:30-8:45	8:45-9:45
	Flag Pledge, Lunch Count,	8:45- 9:15 - P.E.
M	Attendance, Daily Oral Lang.	9:20-9:50 - Art
O	Spelling: oi, oy vowels	
N	Challenge words in dict. Sentence	
D	Phonics Charts # 35-36 titled:	
A	Here Comes the Band, Benita Beane	
Y	Flash Card Drill of Sight Words	
	Oral Language/ News Book	
	Character Education word:	
	Honesty	
	8:30-8:45	8:45-9:45
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
U	Attendance, Daily Oral Lang.	9:15-9:50 - Library
E	Spelling: oi, oy vowels	
S	Challenge words in dict. Sentence	
D	Phonics Chart - #35-36 Titled:	
A	Here Comes the Band, Benita Beane	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Honesty	
W	8:30-8:45	8:45-9:45
E	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.
D	Attendance, Daily Oral Lang.	9:20-9:50 - Art
N	Spelling: oi, oy vowels	
E	Challenge words in dict. Sentence	
S	Phonics Chart -# 35-36 titled:	
D	Here Comes the Band, Benita Beane	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Honesty	
	8:30-8:45	8:40-9:45
T	Flag Pledge, Lunch Count,	8:45-9:15 - Music
H	Attendance, Daily Oral Lang.	9:20-9:50- Library/Counseling
U	Spelling- oi, oy vowels	
R	Challenge words in dict. Sentence	
S	Phonics Chart # 35-36 Titled:	
D	Here Comes the Band, Benita Beane	
A	Flash Card Drill of Sight Words	
Y	Character Education word:	
	Honesty	
	8:30-8:45	8:40-9:45
	Flag Pledge, Lunch Count,	8:45-9:15 - P.E.
F	Attendance, Daily Oral Lang.	9:20-9:20 - Art

R	Spelling: oi, oy vowels	
I	Challenge words in dict. Sentence	
D	Phonics Chart -#35-36 Titled:	
A	Here Comes the Band, Benita Beane	
Y	Flash Card Drill of Sight Words	
	Character Education word:	
	Honesty	

CURRICULUM OBJECTIVES:

<u>Math Objective:</u> Students will learn how to find patterns in the sequence of numbers.	to find patterns in the sequence of numbers.
<u>Shared Reading Objective:</u>	: Use appropriate listening skills, as well as
<u>Spelling Objectives -</u>	vowel sounds of oi, oy
<u>Oral Language Objective:</u> Practice Speaking and listening skills.	
<u>Science Objective:</u> Students will understand about different habitats.	stand about different habitats.
<u>SuccessMaker Objective:</u> Use targeted practice and interventions on the computer.	
<u>Guided Reading Objective:</u> Find author's message in a story; describe how story is told.	
<u>Explicit Oral Language Objective:</u> Oral reading and discussion using poetry and drama.	
<u>Weekly Reader Objective:</u> students learn about earth changes	learning about earth changes
<u>Social Studies -</u> Students will learn about traditions from other countries	about traditions from other countries

STATE STANDARDS:

<u>Reading Standards: Indicator 1-</u>	Students can recognize & analyze words and sentences.
<u>Writing Standards: Indicator 1:</u>	Students can apply the writing process to produce clear, coherent writing.
<u>Listening and Viewing Standards: Indicator 1:</u>	Students are able to use various media to communicate.
<u>Math Standards: Indicator 1:</u>	Use procedures to transform algebraic expressions.
<u>Science Standards: Indicator 1:</u>	Understand the nature and origin of scientific knowledge.
<u>Social Studies Standards: Indicator 1:</u>	Analyze U.S. historical eras to determine their impact on the present.
<u>Technology Standards: Indicator 1:</u>	Students recognize & demonstrate skills in using technology.

COMMON CORE STANDARDS:

<u>Language Arts:</u>	Ask who, what, where, when, why, and how.
<u>Mathematics:</u>	Extend understanding of base ten systems.
<u>Reading</u>	Ask who, what, where, when, why, and how.
<u>Writing</u>	Write opinion pieces in which they introduce a topic and state a position.
<u>Speaking and Listening</u>	Participate in collaborative conversations with diverse partners.
<u>Language Arts</u>	Participate in collaborative conversations with diverse partners.
<u>Math</u>	Make sense of problems and work on them.
<u>Technology Standards</u>	Select from several teacher-directed instructional strategies.
<u>Social Studies -</u>	Analyze US historical eras to determine their impact on the present.
<u>Science Standards</u>	Make a timeline to indicate the life cycle of an organism.

GRADE			
-23, 2015			
<u>Guided Reading</u>	<u>News Book</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	<u>11:30-11:40</u>	<u>11:40-11:55</u>	<u>12:10-12:40</u>
Guided Reading & Conferencing	Explicit Oral		
Oral & Silent Rdg: Music is About Sounds; Playing in an Orchestra	Language on various		
Students will review information on KWL; finish a story map; Genre study & Guided Rdg. Group	current topics .		
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing, CAFE Components	Read Aloud Poems with Skill Building Lessons.		
<u>10:00-11:30</u>	<u>Handwriting</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	<u>11:00-11:15</u>	<u>11:40-11:55</u>	<u>12:10-12:40</u>
Guided Reading & Conferencing	Pg.1-4		
oral & Silent Rdg: Rescue Music is for Everyone, It's Fun to Dance	Students will be working on vertical & horizontal lines.		
Story Plot, major and minor characters; settings, sequence events, predict author's message			
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing, CAFE Comp.	Read Aloud Poems		
<u>10:00-11:30</u>	<u>News Book</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	<u>11:00-11:15</u>	<u>11:40-11:55</u>	<u>12:10-12:40</u>
Guided Reading & Oral Rdg.	Explicit Oral		
Thomas Edison; Madam Walker Ah, Music	Language on various		
the narrative & intended audience	current		
Describe how setting is conveyed & similarities.	topics. Read Aloud Poems With Skill		
Daily 5: Read to Self; Read to Someone, Listen to Reading, Word Works, Work on Writing. CAFE Components	Bldg. Lessons		
<u>10:00-11:30</u>	<u>Handwriting</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	<u>11:00-11:15</u>	<u>11:40-11:55</u>	<u>12:10-12:40</u>
Oral & Silent Reading:	Pg.5-7		
Music is for Everyone, It's Fun to Dance	Students will be writing with upper & lower case letters.		
Write about how to compare this story to another story. Discuss the author's message of the story.	Read Aloud Poems with Skill Bldg.		
Daily 5: Read to Self, Read to Someone, Listen to Reading, Word Works, Work on Writing, CAFE Components			
<u>10:00-11:30</u>	<u>News Book</u>	<u>Recess</u>	<u>Lunch</u>
<u>10:00-11:30</u>	<u>11:00-11:15</u>	<u>11:40-11:55</u>	<u>12:10-12:40</u>
Oral & Silent Reading of:	Explicit Oral		
Playing in an Orchestra, Fun Dance			

Discuss author's message. Word	Language		
wall activities; speaking in	on various		
complete, coherent sentences.	current		
Daily 5: Read to Self, Read to	topics.		
Someone, Listen to Reading, Word	Read Aloud		
Works, Work on Writing,	Poems with		
CAFE Components	Skill Building		
	&; characters & plot		
	and familiar texts.		
	Telling time on a clock		
tables and graphs and daily reasoning			

		<u>Char.Ed./</u>		
<u>Math</u>	<u>Successmaker</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creat.Writ.</u>
1:15-2:00	12:55-1:15	1:45-2:00	2:00-2:15	2:30-2:40
Unit 6 -.2.1, 2.2 Students will be learning about various ways to use the Numbers Chart	Self-paced interactive	Oral reading and discuss. of explicit		Students will be composing
Use patterns with numbers; solve problems from words	courseware in content	oral language using poetry		various stories to enhance
Problem of the Day.	areas	books.		the import.
Mad Minute Tests; CGI Problems	of reading	Moral		of learning
Flash card drill of add. Facts	and math	instructions		writing
Students will use algebra concepts to solve equations.	in computer lab.	for Charact. Education		skills.
<u>Math</u>	<u>Successmaker</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creat.Writ.</u>
1:15-2:00	12:55-1:15	1:45-2:00	2:00-2:15	Students
Unit 6, 2.3, 2.4 Students will be working on writing equations	This program provides	Students will read		will be composing
Practice Enrichment:Promethean	targeted	and		various
13.2 for reteach and practice.	practice and	understand		stories to enhance
Problem of the Day. Mad	interventions	various		the import.
Minute Tests. Flash card drill	in the computer	forms of		of learning
addition fact. Students will solve	lab.	poetry.		writing
everyday problems in math.		Char.Ed./		
<u>Math</u>	<u>Successmaker</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creat.Writ.</u>
1:15-2:00	12:55-1:15	1:45-2:00	2:00-2:15	Students
Unit 6, 2.5; 2.6 Students will be adding 2-digit numbers	Self-paced interactive	Oral reading and discuss.		will be composing
13.3 for reteach with practice.	courseware	of explicit		various
and problem solving. Problem	in content	oral language		stories to enhance
of the Day. Mad Minute Tests.	areas of	using poetry		the import.
Flash card drill of addi. Facts.	reading and	books.		of learning
Students will understand	math in computer			writing
place value. CGI problems	lab.	Char.Ed./		
<u>Math</u>	<u>Successmaker</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creat.Writ.</u>
1:15-2:00	12:55-1:15	1:45-2:00	2:00-2:15	Students
Unit 6, 2.5, 2.6. Students will be working with assessments and	This program provides	Students will read		will be composing
problem solving & daily reasoning	targeted	and		various
13.4 Enrichment. Promethean	practice and	understand		stories to enhance
Problem of the Day.	interventions	various		the import.
Mad Minute Tests. CGI Problems	in the computer	forms of		of learning
Flash card drill of add. facts.	lab.	poetry.		writing
Using problem solving skills		Char.Ed./		
<u>Math</u>	<u>Computer</u>	<u>Poetry</u>	<u>Recess</u>	<u>Creat.Writ.</u>
1:15-2:00	Projects	1:45-2:00	2:00-2:15	Students
Unit 6. 2.5; 2.6. Students will be	12:55-1:15	Oral reading		will be

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<u>Shared Rdg/Spell.</u>	<u>Science / S.Studies</u>	
<u>Rhyme Charts/RTI</u>	<u>Weekly Reader/JA</u>	
<u>2:30-3:00</u>	<u>3:00-3:25</u>	
Involved sharing	Science - Pg. D1-D10	
of spelling & rhyme	Students will be	
charts and books.	learning about	
RTI - Word Woks	the Solar System and	
a word search of	universe.	
spelling list words	<u>Weekly Reader-</u>	
<u>My Cat and I</u>	We will be learning about	
<u>The Drum</u>	life in the Arctic.	
	<u>Dismiss - 3:30</u>	
<u>Shared Rdg/Spell.</u>	<u>Social Studies - Pg 66-69</u>	
<u>Rhyme Charts/RTI</u>	<u>3:00-3:25</u>	
<u>2:30-3:00</u>	Students will learn	
Involved sharing	about transportation	
of spelling & rhyme	and communication	
charts and books.	with other countries.	
Students will do		
a word double		
puzzle of list words		
<u>RTI - Storylineonline</u>	<u>Dismiss - 3:30</u>	
<u>Shared Rdg./Spell.</u>	<u>Weekly Reader- 3:00-3:25</u>	
<u>Rhyme Charts/RTI</u>		
<u>2:30-3:00</u>	Students will learn about	
Involved sharing	safety signs and	
of spelling & rhyme	how we use them.	
charts and books.	Use Promethean Board	
Students will look	for learning about	
up spelling words	different governments and	
in dictionary.	interactive flip charts.	
<u>RTI-Read to Someone</u>	<u>Dismiss - 3:30</u>	
<u>Shared Rdg./Spell.</u>	<u>Weekly Reader - 3:00-3:25</u>	
<u>Rhyme Charts/RTI</u>	Students will be learning	
<u>2:30-3:00</u>	erosion and rock	
Involved sharing	change and how the	
of spelling & rhyme	earth changes.	
charts and books.		
Students will	We will find various	
use list words	traditions on the	
in sentences.	Promethean Board	
<u>RTI Story Sparkers</u>	<u>Dismiss - 3:30</u>	
<u>Shared Rdg./Spell.</u>	<u>Weekly Reader-3:00-3:25</u>	
<u>Rhyme Charts/RTI</u>	Students will be learning	
<u>2:30-3:00</u>	about the heros in our	

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